



## BERRY SHOALS INTERMEDIATE

300 Shoals Road  
Duncan, South Carolina

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	548 Students	
<b>Principal</b>	Michael A. Powell	864-949-2300
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Steve Brockman	864-949-2350

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

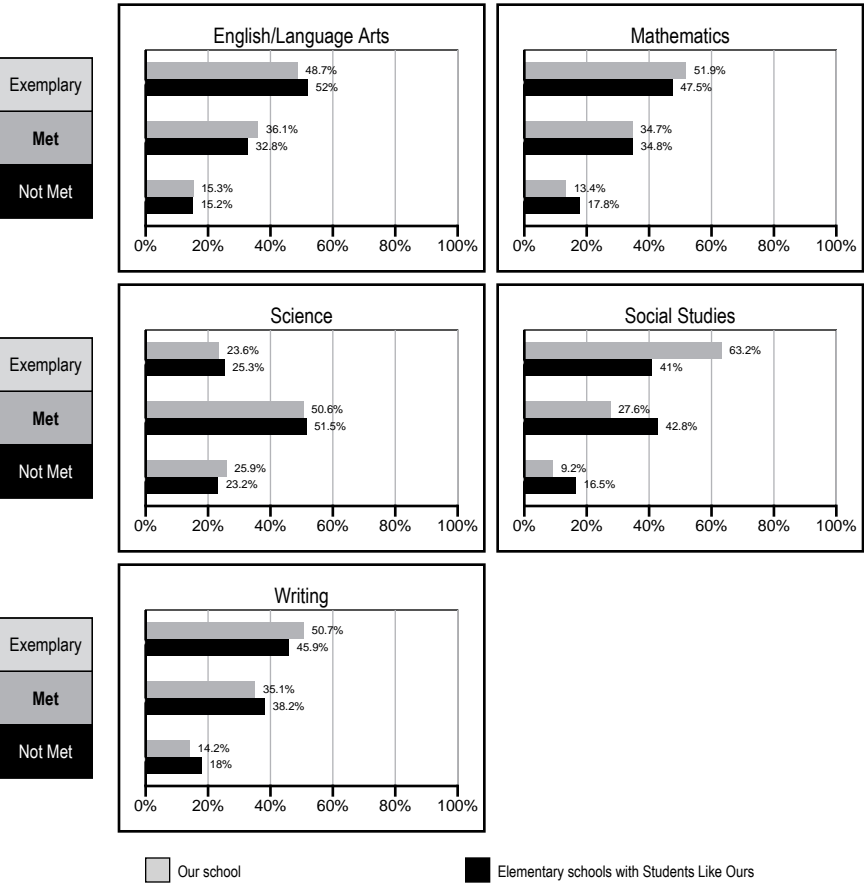
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	18	3	2	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=548)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.1%
Attendance rate	96.7%	Down from 97.3%	96.6%	96.2%
Served by gifted and talented program	25.5%	Down from 26.0%	21.2%	13.4%
With disabilities other than speech	9.0%	Down from 10.4%	4.1%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	76.2%	Down from 81.0%	65.2%	62.5%
Continuing contract teachers	83.3%	No Change	89.4%	88.2%
Teachers returning from previous year	87.9%	Up from 85.5%	87.9%	87.8%
Teacher attendance rate	95.2%	Up from 95.0%	95.2%	95.2%
Average teacher salary*	\$53,769	Down 2.0%	\$48,454	\$46,773
Professional development days/teacher	6.5 days	Down from 12.8 days	9.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 91.7%	91.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,237	Up 0.1%	\$7,095	\$7,447
Percent of expenditures for instruction**	72.3%	Up from 71.1%	70.3%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Up from 68.6%	68.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Parents,

This year marked the completion of Berry Shoals Intermediate School's tenth year. It is hard to believe that we have been here for ten years already, as it seems like we just opened our doors as a new school. Thanks to the support of our parents, the work of our PTO, and the assistance of our volunteers and mentors, Berry Shoals was able to continue in its quest for innovation, active learning, and multiple enrichment opportunities for all students, while working through the transition between elementary and middle school.

Teaching the whole child is paramount at Berry Shoals. However, the cornerstone of our school continues to be the rigorous academic instruction and high standards provided to all students by our exceptional staff. Berry Shoals has again shown an increase in its overall performance on the Palmetto Assessment of State Standards Test (PASS). Through the hard work and dedication of our students, staff, and parents, our school was named a Palmetto Gold and Silver Award winner for absolute performance and closing the achievement gap. Using research-based best teaching practices, our students have been able to continue to improve in all core academic areas.

In addition to providing an excellent academic program, students at Berry Shoals excelled in many other non-academic areas as well. These included participating in the performing and related arts programs, to being a part of a variety of academic, artistic, or athletic clubs and organizations. Our students also had opportunities for growth and leadership through participation in the National Junior Beta Club and our student council. Service to the community is a very important part of the fabric and culture at Berry Shoals Intermediate School. This year, there were 6 hall service learning projects, 1 school-wide service learning project, 2 student organization projects and 1 teacher service learning project. These projects involved providing service within the school as well as partnering with various agencies that support the members of our local community. In addition, students, teachers and community members donated almost \$20,000.00 to various charitable organizations such as The American Cancer Society and the American Heart Association. Our pledge to our community is to continue to strive to improve our overall student achievement and school success while working hard to meet the individual needs of the whole child.

Michael A. Powell, Principal  
Alisha Wallwork, Chairman, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	270	225
Percent satisfied with learning environment	100.0%	95.2%	90.4%
Percent satisfied with social and physical environment	100.0%	96.6%	88.6%
Percent satisfied with school-home relations	100.0%	94.4%	82.1%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	554	99.6	15.3	36.1	48.7	91.4	86.9	82.4	Yes	Yes
Gender										
Male	307	100	18.5	37.7	43.8	89	83.1	78.7	N/A	N/A
Female	247	99.2	11.2	34.1	54.7	94.4	90.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	407	99.5	11.9	33.8	54.4	93.8	89.7	88.9	Yes	Yes
African American	99	100	26.7	42.2	31.1	83.3	78.6	72.9	Yes	Yes
Asian/Pacific Islander	17	100	5.9	41.2	52.9	100	95.6	93	I/S	I/S
Hispanic	29	100	33.3	44.4	22.2	77.8	79	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	69	98.6	58.1	30.6	11.3	62.9	46.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	45.8	37.5	16.7	70.8	79.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	238	99.2	25.5	42.1	32.4	85.6	80.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	554	99.6	13.4	34.7	51.9	90.6	87.3	81.9	Yes	Yes
Gender										
Male	307	100	13.4	34.2	52.4	89	85	79.9	N/A	N/A
Female	247	99.2	13.4	35.3	51.3	92.7	89.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	407	99.5	9.8	33.5	56.7	93.3	90.3	88.9	Yes	Yes
African American	99	100	30	37.8	32.2	78.9	78.5	71.4	Yes	Yes
Asian/Pacific Islander	17	100	5.9	5.9	88.2	94.1	94.4	94.6	I/S	I/S
Hispanic	29	100	14.8	59.3	25.9	88.9	79.9	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	69	98.6	50	43.5	6.5	53.2	46.5	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	20.8	50	29.2	83.3	81.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	238	99.2	21.3	43.1	35.6	84.7	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	278	99.6	25.9	50.6	23.6	74.1	75.4	68.6
Gender								
Male	154	100	22.6	52.1	25.3	77.4	74.4	68.3
Female	124	99.2	29.9	48.7	21.4	70.1	76.4	68.9
Racial/Ethnic Group								
White	197	99.5	21.9	50.8	27.3	78.1	81.2	80.7
African American	54	100	44	48	8	56	58.4	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.5	85.3
Hispanic	18	100	23.5	64.7	11.8	76.5	62.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	41	97.6	63.9	30.6	5.6	36.1	33.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	15	100	33.3	53.3	13.3	66.7	62.9	60.7
Socio-Economic Status								
Subsidized meals	126	99.2	34.8	53	12.2	65.2	65.9	57.3

Social Studies

All Students	276	99.6	9.2	27.6	63.2	90.8	80.3	72.5
Gender								
Male	153	100	8.2	30.1	61.6	91.8	80	72
Female	123	99.2	10.4	24.3	65.2	89.6	80.7	73.1
Racial/Ethnic Group								
White	210	99.5	9	24.9	66.2	91	82.9	81
African American	45	100	15	45	40	85	71.9	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.1	89
Hispanic	11	100	I/S	I/S	I/S	I/S	71.9	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	29	96.6	42.3	50	7.7	57.7	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75.2	69.7
Socio-Economic Status								
Subsidized meals	112	99.1	15.8	36.6	47.5	84.2	71.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	275	100	14.2	35.1	50.7	85.8	76.8	73.2	96.7	96.5
Gender										
Male	150	100	15.6	36.7	47.6	84.4	72.5	67.2	96.6	96.4
Female	125	100	12.4	33.1	54.5	87.6	81.5	79.4	96.9	96.6
Racial/Ethnic Group										
White	209	100	13	32.9	54.1	87	80.5	81.5	96.5	96.2
African American	42	100	24.3	40.5	35.1	75.7	67.8	61.3	97.6	97.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	76	87	96.2	97.4
Hispanic	15	100	13.3	60	26.7	86.7	66.7	66.7	96.9	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.6	95.8
Disability Status										
Disabled	34	100	59.4	34.4	6.3	40.6	26.1	26	96.4	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	18.2	54.5	27.3	81.8	63.6	65.7	96.7	97.2
Socio-Economic Status										
Subsidized meals	110	100	22.3	44.7	33	77.7	68	63.2	96.5	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	267	100	18.5	34.7	46.7	81.5
	6	267	100	13.5	37.1	49.4	86.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	279	99.6	11.6	43.1	45.3	88.4
	6	275	99.6	19.1	28.8	52.1	80.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	267	100	19.7	34.7	45.6	80.3
	6	267	100	14.3	29.7	56	85.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	279	99.6	11.2	41.2	47.6	88.8
	6	275	99.6	15.6	28	56.4	84.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	131	100	22	39.4	38.6	78
	6	132	100	26.8	49.6	23.6	73.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	139	99.3	21.1	48.9	30.1	78.9
	6	139	100	30.8	52.3	16.9	69.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	136	100	19.7	38.6	41.7	80.3
	6	135	100	5.3	40.2	54.5	94.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	141	99.3	8.2	31.3	60.4	91.8
	6	135	100	10.2	23.6	66.1	89.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	269	99.6	19.2	30	50.8	80.8
	6	267	100	17.7	36.2	46.2	82.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	275	100	14.2	35.1	50.7	85.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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